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ABSTRACT

Designed to serve newly arrived, immigrant pupils in the Cleveland Public Schools, the English-as-a-Second-Language project aims to help participants acquire enough English proficiency for adequate functioning. The project uses a pull-out model in which, for about 30 minutes daily, small groups of students are given additional reading, language, and acculturation instruction in a separate classroom with audiolingual equipment. In the 1982-83 school year, the project served 611 pupils in preschool through grade 6, and successfully met these goals: (1) reading class pupils in grades 1-6 improved their English vocabulary skills beyond the target; (2) the improvement in reading comprehension in four of the six grades was also better than expected; (3) preschool and kindergarten pupils gained in listening skills far beyond the expectation; (4) speaking class pupils in grades 1-6 improved significantly in both listening comprehension and English-speaking skills; (5) the project satisfactorily involved parents in program activities; and (6) project staff undertook a number of professional growth activities. (CMG)

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ENGLISH-AS-A-SECOND LANGUAGE

ECIA CHAPTER 1

1982-83
Evaluation Report

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CLEVELAND PUBLIC SCHOOLS

DEPARTMENT OF RESEARCH AND ANALYSIS

September, 1983

ENGLISH-AS-A-SECOND LANGUAGE

1982-83 Chapter 1 Evaluation

PURPOSE AND OVERVIEW

Designed to serve newly arrived, non-English speaking pupils, the project aims to assist second-language learners to acquire a level of English proficiency in understanding, speaking, and reading skills to enable them to function adequately in their new language. The English-as-a-Second Language (ESL) Project uses a pull-out model of instruction, i.e. the ESL teacher removes small groups of students from their regular classroom for additional reading, language, and acculturation instruction in a separate classroom specially equipped with audio-lingual equipment. Each period averages about 30 minutes per day. Project-developed curriculum guides, consisting of a variety of units, introduce basic language patterns and vocabulary items used in the everyday experiencess of the children and progress to the more complex structures and expressions of the English language.

SERVICE SUMMARY

Pupils Served: 611 Grades Served: CD*-8 Years in Operation: 16

Schools: 11 public
1 non-public
12 total
(See list, Appendix A)

Staffing:
1 Project Manager, FT
15 Teachers, FT
1 Instructional Aide, FT
1 Community Coordinator, FT
1 Clerk, FT

**Total Chapter 1 Expenditures

** Per Pupil Cost:

SUMMARY OF FINDINGS

The 1981-82 English-as-a-Second Language Project successfully met these goals: Reading class pupils in all six grades improved their English vocabulary skills beyond the expectation; the improvement in reading compre-hension in four of six grades also was better than expected. Preschool and Kindergarten pupils gained in listening comprehension skills far beyond the expectancy, relating to their own rates of progress. Speaking class pupils improved significantly in both listening comprehension and English speaking skills from the beginning to the end of the school year. Parents of project pupils became involved in the education of their children. Project staff undertook a number of professional growth activities. .

*Child Development (Preschool)

** Costs not available at time of report preparation

OBJECTIVES AND OUTCOMES

- Process Objective 1: The Project will assign ESL teachers to schools on the basis of the highest concentration of LEP pupils. First priority will be given to schools designated as Lau sites.

  - Outcome: Process Objective has been attained. The project identified for service elementary schools designated by district as "Lau sites," i.e. buildings in which limited-English-proficient pupils obtained special instructional service designed to help them improve their English language skills. Assignment of project staff, based on results of eligibility testing, concentrated project services in schools showing the greatest need. As a result, placement of ESL teachers ranged from 2.5 FTE teachers in one school to 0.5 FTE teachers each in three schools and 1.0 FTE teachers each in four schools. In addition, the project placed 1.0 FTE teacher in a nonpublic school identified as showing a great need for ESL services. This staffing pattern enabled 15 ESL teachers to provide project services in 12 schools. (Appendix B shows ESL enrollment by grade and school type).

- Process Objective 2: The Project will give the highest priority for service to pupils having the lowest degree of English speaking and reading proficiency as shown on the results of the screening instrument.

  - Outcome: Process Objective 2 has been attained. Project records documented that project staff prepared lists of pupils ranked according to eligibility test scores and identified as eligible for service those pupils who scored at or below the 33rd percentile on a standardized test. ESL teachers then selected eligible pupils for project service according to greatest need. The eligibility list further identified additional pupils whom the project will serve as time and space permit.

- Process Objective 3: The Project will place qualifying pupils into its multi-level curriculum, developed to accommodate a wide range of English language proficiency and reading interest levels, on the basis of their ages and screening test results.

  - Outcome: Process Objective 3 has been attained. Besides documenting selection from eligibility lists, ESL class rosters also indicated the placement of pupils into the multi-level curriculum. Placement is based on the age, English speaking proficiency, and reading skill of each selected pupil, as well as teacher judgment.

- Process Objective 4: The Project will provide new ESL pupils with a special a English-language orientation to teach first everyday expressions so they can quickly learn enough of the language to function adequately in their new environment.

  - Outcome: Process Objective 4 has been attained. Product records documented that during the 1982-83 school year, ESL teachers had placed 171 new non-English-speaking pupils into the special English-language orientation unit. The unit is designed to familiarize beginning speakers of English with everyday expressions. Afterward, when pupils are placed into the regular ESL units, there is a basis of understanding between the teacher and the pupil.

- Process Objective 5: At least one parent (guardian) of a minimum of 50% of the ESL pupils will have participated in at least one project activity by the end of the school year.

  - Outcome: Process Objective 5 has been attained. Project records documented 1,467 instances of parent involvement (duplicated count) in ESL activities totaling 734 clock hours. The unduplicated count of parents involved in these activities is estimated at 450 persons, a number representing at least one parent of 73.6% of the project pupils. Parent activities included involvement in program planning, group meetings, individual conferences with program staff, visits to ESL classrooms, and visits to ESL pupil homes by project staff persons. Other ESL outreach activities included 79 contacts with community agencies, 64 conferences with principals of participating schools, attendance at 5 Chapter 1 District Advisory Committee Meetings and at three Desegregation and Community Involvement Meetings and Workshops.

- Product Objective 1: ESL Reading Class participants in Grades 1 through 6 will show a mean improvement of +7 or more NCE units on the pre-/posttest scores obtained on the Reading Vocabulary Subtests of the Comprehensive Tests of Basic Skills (CTBS).

  - Outcome: Product Objective 1 has been attained. Results of pre-and posttests showed that project pupils in Reading classes posted mean gains on appropriate levels of the CTBS Reading Vocabulary Subtest ranging from 8.4 to 15.9 NCE units, as shown in Table 1, p. 4. The greatest impact of project services appeared to be at Grades 2,3, and 5 whose ESL reading class pupils gained an average of 13.5, 15.9, and 13.5 NCE units respectively. Supplementary t-Test results indicated that the gains of second-and fifth-grade pupils were statistically significant at a probability level of .01.

- Product Objective 2: ESL Reading Class participants in Grades 1 through 6 will show a mean improvement of +7 or more NCE units on the pre-/posttest scores obtained on the Reading Comprehension

Table 1

Comprehensive Tests of Basic Skills
Results of Reading Vocabulary Subtest

		MEAN NCE UNIT SCORES			T-TEST RESULTS
Grade	N	Pretest	Posttest	Gain	t-value
1	9	36.7	45.1	8.4	1.284
2	20	31.8	45.3	13.5	4.340*
3	10	22.9	38.8	15.9	2.216
4	15	19.7	29.3	9.6	1.824
5	18	16.1	29.6	13.5	3.228*
6	12	11.2	20.5	9.3	2.098

* $p<.01$

Subtests of the Comprehensive Tests of Basic Skills (CTBS).

- Outcome: Product Objective 2 has been attained in four of six grades. Results of pre- and posttests showed that project pupils in reading classes posted mean gains on appropriate levels of the CTBS Reading Comprehension Subtest ranging from 1.9 to 20.5 NCE units. Table 2, p. 6, shows that mean gains of pupils in Grades 1, 2, 5, and 6 exceeded the 7-NCE unit criterion for attainment of the objective. Although the mean gains of pupils in Grades 3 and 4 did not meet the 7-NCE standard, their gains indicated that project intervention had some positive impact. Supplementary t-Test results revealed the statistical significance of the gains in the four grades which attained the objective.

- Product Objective 3: ESL participants in speaking classes at the preschool and kindergarten levels will show a mean improvement of +7 or more NCE units on the pre-/posttest scores obtained on the Tests of Auditory Comprehension of Language (TACL).

  - Outcome: Product Objective 3 has been attained. Analysis of TACL pre- and posttest NCE scores (derived from total battery raw scores) showed that pupils in both Child Development (preschool) and Kindergarten ESL speaking classes posted mean gains far exceeding the 7-NCE units criterion for the attainment of the objective. Table 3, p. 7, indicates that the mean gain was 32.9 NCE units for Child Development pupils and 27.2 NCE units for Kindergarten pupils. Supplementary correlated t-Tests performed to analyze the differences between the means for both groups proved that the gains were statistically significant for Child Development and Kindergarten classes at the $p.<.001$ and $p.<.0001$ levels respectively.

- Product Objective 4: ESL participants in speaking classes in Grades 1 through 6 will show a mean improvement of at least 20% on the LAS Oral Proficiency Level Scale as a result of the pre-/posttest administration of the Listening Comprehension and Oral Production Subtests of the Language Assessment Scale I (LAS).

  - Outcome: Product Objective 4 has been attained. A comparison of pre-to-posttest results indicated that the mean raw scores of Grade 1-6 pupils in ESL speaking classes increased from 2.3 to 3.1 points on the ten-item Listening Comprehension Subtest of the LAS. Table 4, p. 8, shows that the gains can be represented as percentage increases ranging from 23 to 31 percent. Table 4 also presents the results of project participants on the Oral Production Subtest. Mean raw score gains ranging from 1.3 to 1.7 points on a five-point scale corresponded to percentage gains of 26% to 39%.

Table 2

Results of Reading Comprehension Subtest
Comprehensive Tests of Basic Skills

Grade	N	MEAN NCE UNIT SCORES			T-Test RESULTS
		Prestest	Posttest	Gain	t-Value
1	9	43.6	60.6	17.0	2.384*
2	20	29.7	45.6	15.9	3.843**
3	10	32.6	35.1	2.5	0.460
4	15	21.6	23.5	1.9	0.357
5	18	20.6	41.1	20.5	4.388***
6	12	13.4	24.2	10.8	2.440*

*p.<.05 ** p.<. 01 *** p.<. 001

Table 3

Child Development and Kindergarten Classes
Summary of TACL* Total Battery
Correlated t-Test Results
(NCE Units)

Statistic	Child Development	Kindergarten
N	16	93
Pretest Mean	7.2	12.9
Posttest Mean	40.2	40.1
Mean Gain	32.9	27.2
t-value	7.056	15.875
Probability	.001	.0001

*Test of Auditory Comprehension of Language.

Table 4

LANGUAGE ASSESSMENT SCALE
SUMMARY OF T-TEST RESULTS

(MEAN RAW SCORES)

Grade	LAS Level	N	Listening Comprehension					Oral Production				
			Pretest	Posttest	Gain	% Gain	t-value*	Pretest	Posttest	Gain	% Gain	t-value
1	I	68	8	6	2.8	28%	14. 001	1.6	3.0	1.4	28%	15.624
2	I	43	5.0	7.9	2.9	29%	8.892	1.6	3.3	1.7	34%	15.367
3	I	20	4.7	7.8	3.1	31%	5.767	1.4	2.9	1.5	30%	15.367
4	I	30	5.8	8.1	2.3	23%	5.464	1.8	3.4	1.6	32%	8.630
5	I	31	5.6	8.3	2.7	27%	8.134	1.7	3.0	1.3	26%	8.247
6	II	20	6.3	8.6	2.3	23%	4.524	1.5	3.1	1.6	32%	7.193

*p. .0001

ADDITIONAL FINDINGS

The 611 pupils served by the ESL project belonged to 15 language groups. The three largest contingents were pupils in the Spanish (411), Vietnamese (77), and Arabic (34) language groups. Five language groups, Croatian, Greek, Hindi, Polish, and Punjabi, each had one pupil enrolled in the program.

The project disseminated information on ESL curriculum and methodology to seven agencies outside the Cleveland City School District during 1982-83.

Seventeen ESL staff (duplicated count) attended seven professional conferences within and outside the school district during the past school year, including ten staff who participated in the Third Annual Cleveland Multicultural Conference.

The ESL project conducted a series of ten staff/inservice meetings during the year. A copy of the meeting schedule is included as Appendix C.

Ms. Lynn Marple, ESL teacher at Kentucky School, co-presented a paper entitled "An Elementary Program for Arabic, Indochinese, and Romanian Students" at the 12th Annual International Bilingual-Bicultural Conference of the National Association for Bilingual Education, held in Washington, D.C. from February 15-19, 1983.

CONCLUSIONS

The 1982-83 English-as-a-Second Language Project successfully implemented all program activities and functions as stated in the five process objectives which concerned staff placement, pupil selection and placement, orientation of non-English-speaking new pupils, and parent involvement. With regard to the product objectives, pupils attained the objectives in English vocabulary skills in all six grades and in English reading comprehension skills in four of six grades. Child Development (preschool) and Kindergarten pupils in speaking classes showed significant improvement in listening comprehension skills while their counterparts in Grades 1 through 6 likewise improved significantly in listening comprehension skills as well as in English oral production skills.

The project satisfactorily has involved parents in program activities. Project staff have undertaken professional development activities and have shared their experiences with colleagues through the project staff/inservice program. One staff member co-presented a paper at a national conference.

The only recommendation at this time is to continue the program in 1983-84, maintaining a high degree of professionalism as in 1982-83.

APPENDIX A

LIST OF SCHOOLS SERVED

Public

Buhrer
Case
East Madison
Joseph Landis
Kentucky
Marion Seltzer
Milford
Scranton
Tremont
Walton
Waverly

Nonpublic

St. Michael

APPENDIX B

ENROLLMENT BY GRADE AND SCHOOL TYPE

Grade	Number of Pupils		
	Public	Nonpublic	Total
Child Development	21	--	21
Kindergarten	120	6	126
Grade 1	111	14	125
Grade 2	77	8	85
Grade 3	55	2	57
Grade 4	68	2	70
Grade 5	65	2	67
Grade 6	59	1	60
Total	576	35	611

APPENDIX C

ESL STAFF MEETINGS

1982-83

Date	Topic
September 7, 1982	Orientation for 82-83 School Year
October 1, 1982	Pre-Post Testing (Dan Sullivan) Reading Activities (Phil Conway)
November 18, 1982	Early Childhood Curriculum (Josephine Perry, Eleanor Romcea, Patricia Dubray, Charlotte Stansbury)
December 9, 1982	Competency Testing (Pauline Davis)
January 20, 1983	ESL Methodology (Patrice Werb)
February 24, 1983	Language Experience Approach in the Teaching of Reading to LEP Students. (Carl Ricchetti)
March 24, 1983	Early Childhood Curriculum (Josephine Perry, Melanie Carey, Charlotte Stansbury, Patricia Dubray, Eleanor Romcea)
April 19, 1983	A Definition of Bilingual Education (Dr. Samuel Betances via videotape)
May 20, 1983	Computers in Education (Wallace Havenhill)
June 9. 1983	End of the Year Report